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ABSTRACT

This manual is designed to help supervisors perform their duties, whether in the public or private sector or in a community organization. It provides information to help supervisors understand the individuals with whom they work, orient new workers to their jobs, plan and organize the work to be performed, assign and monitor tasks, conduct training sessions to provide work competencies, provide counseling to solve work-related problems, and certify time and attendance records. The information is organized into five sections, plus a bibliography. Sample forms are provided for a work site agreement, a statement of work, and a performance evaluation. The guidelines included in this manual were derived from a synthesis of the Comprehensive Employment and Training Act (CETA), statutes of the Manpower Development and Training Act and the Economic Opportunity Act, as well as from literature written in recent years to provide structure for supervisors who work in summer youth work-experience programs. The target populations for the work sites described in the acts and the literature were primarily disadvantaged youth. (KC)

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THE WORKSITE SUPERVISOR

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Preface

This manual is designed as a guide for individuals in the supervisor's role. The setting may be in the public or private sector or in a community organization. It provides information to help supervisors understand the individuals with whom they work, orient new workers to their jobs, plan and organize the work to be performed, assign and monitor tasks, conduct training sessions to provide work competencies, provide counseling to solve work-related problems, and certify time and attendance records.

The worksite supervisor is not a recent phenomenon in employment and training programs. There is more than a twenty-year history of federal, state, and local employment and training efforts that include not only the Comprehensive Employment and Training Act (CETA), but statutes such as the Manpower Development and Training Act and the Economic Opportunity Act. Each of these programs created employment or work experience opportunities for youth and young adults. It was these programs and their regulations which provided the basis for this publication.

The guidelines included in this manual were derived from a synthesis of these acts as well as literature written in recent years to provide structure for supervisors who worked with summer youth work-experience programs. The references included in the bibliography may be perused for greater clarity and appreciation of the role of the worksite supervisor. It should be noted that the target populations for these worksites were primarily disadvantaged youth.

Supervisors in the work experience setting play a key role in helping the young worker have a profitable experience, learn and develop work skills, mature, and contribute to the economy. This guide will not provide all the answers or procedures but should assist in approaching the role and work of supervising youth at the worksite.

Introduction

THE WORKSITE SUPERVISOR

Worksite supervisors are those persons immediately responsible for directing the activities of young people in a work-experience program during their time at the job site. The role of the supervisor includes orienting youth to the workplace, planning and organizing the work to be performed, assigning and monitoring tasks, conducting training sessions so that work competencies for the tasks are achieved, providing counseling, solving work-related problems, certifying time and attendance records, and serving as a role model for youth.

Supervision at the worksite is crucial to the success of work experience programs. Work experience programs are designed to provide the young worker with work which will develop good work habits and useful skills, opportunities to explore several different occupations, vocational counseling and occupational information, training and other services to increase the chances of getting a job, experience in working with others, and assistance in solving work-related problems. For some youth the experience provides the incentive to remain in school or seek further education and training.

These programs include cooperative education, vocational education, internships, preapprenticeship, career exploration, and other experience-based programs. Programs with counseling components help youth overcome personal barriers to employment. The skills training component is usually specific or falls into general occupational categories. All of the programs should provide youth with the opportunity to master basic work competencies, including attitudes, behavior, and skills that increase the individual's chances to become employed. The youth should leave the work experience program with coping skills or competencies which permit the individual to function with formal and informal social or work groups and continue to progress in the world of work.

Youth and young adults from a range of socio-economic backgrounds often lack the skills, attitudes, and behaviors necessary to gain and keep employment, and although most want to be successful on the job, they may have unrealistic ideas about required work behaviors and expectations of their employers. The skills, attitudes, and behaviors they bring to the worksite are dependent upon age, sex, education, and previous job experiences. Many youth have had exposure only to low level and low paid jobs. Some youth may react by resisting work experiences which have the same characteristics.

Many young workers will need to learn how to become successful and productive employees. They will need to learn also appropriate behavior and dress as well as specific and general skills. The work experience which you the worksite supervisor provide may be the first chance for many to test their abilities and discover something about vocational or career interests.

Older workers usually have more skills and experiences than younger workers. They may be better able to cope with job-related problems. Work experience for younger workers will have to be more structured, and more opportunities will have to be provided for them to practice their skills.

Understanding supervisors who are aware of the characteristics of young workers can provide the teaching and experiences to lead to success. Get to know your new employees; find out as much as you can about their backgrounds and previous work experience. A positive work experience can help change their attitudes and behaviors.

Supervisors directly involved with employees on a day-to-day basis can insure the smooth operation of the work experience program and can help tailor the program to meet the needs of participants. It is your responsibility to see that participants have the best opportunity possible to master the basic work competencies that provide a sound foundation for continuing employment.

Understanding the Workplace

Before the work-experience program starts, worksite supervisors must have a clear understanding of exactly what happens at the worksite and what is expected of young workers on the job. Your knowledge of the workplace will help you determine what objective information the young worker needs in order to have a successful work experience. If you can supply the information needed to answer the following questions, you are ready to begin to orient youth to the workplace.

WORKPLACE DESCRIPTION AND REQUIREMENTS

Worksite Descriptions

1. Can you describe the kind of business or organization in which the workers will be placed?
2. Can you describe the kinds of jobs that occur at the job site?
3. Can you explain how these jobs relate to the total business or organization?
4. Can you explain how the business or organization is managed?

Job Requirements and Procedures

1. What are the physical requirements for the job?
2. What skills are essential for accomplishing tasks?
3. What steps are necessary for accomplishing tasks?
4. What timelines are there for completing a task?
5. What tools, equipment, dress, or uniform is required? Who supplies it?
6. Who sets up and cleans up at the worksite?
7. How is performance evaluated?
8. What are the safety standards? What should be done when there is an accident?
9. What are the hours of work? What breaks are allowed?
10. What happens when an employee is late?
11. How are absences reported?
12. When and how are workers paid?

Interpersonal Relationships on the Job

1. With whom will the young workers be working?
2. What kinds of relationships should occur among workers?
3. Is teamwork permissable? and/or desirable?
4. How much verbal communication is useful or permitted on the job?
5. Should workers expect assistance on the job?

It is important for the work-experience program to have a written agreement which commits each organization to procedures and standards that will assure that meaningful work is planned and carried out.

Worksite agreements are usually in two parts. The first part specifies the conditions to which all worksite agencies should adhere, and a second part consists of a statement of work containing the essential information about the worksite. Worksite agreements should be locally developed and should include:

- Name and location of agency, program sponsor, or worksite agency
- Services to be provided by the worksite agency, program sponsor, others
- The effective starting and termination dates
- Job titles and number of participants for each
- The ratio of supervisors to participants
- A description of time, attendance, and payroll procedures
- Written policy on absence and lateness
- All required assurances

A statement of work may include:

- Name, address, and telephone number of worksite agency and worksites
- Type of agency
- Normal functions of the agency
- Names, phone numbers, and work hours of the supervisors
- Supervisor's qualifications
- Target group to be served, if appropriate
- Days and hours of work
- Description of worksite activities and skills to be learned
- A plan for inclement weather
- Program rules regarding safety
- A weekly "work plan" for each week of the project which includes activities to be accomplished
- Equipment on hand
- Equipment needed
- Expected outcomes
- Reporting procedures

A sample worksite agreement and statement of work follow this section. The worksite agreement is a form of protection for the program sponsor, the worksite agency, and the participants. It eliminates misunderstanding about worksite obligations and is useful as the basis for monitoring and evaluating worksites. It may or may not have all the areas covered in this section.

SAMPLE WORKSITE AGREEMENT

This agreement is made between _____ (NAME OF AGENCY)

and _____ (WORKSITE AGENCY) to provide work experience to youth in the _____ (NAME OF PROGRAM), authorized and funded under the _____ (LEGISLATION) of _____ (YEAR).

Under this agreement, _____ (NAME OF PROGRAM) youth will be provided work experience which will be consistent with each participant's capabilities and which will assist youth in obtaining future employment. It is agreed that the work experience will be conducted in a safe and sanitary working environment and that there will be adequate supervision of each participant by qualified supervisors; there will be adherence by all parties to the rules and regulations governing _____ (NAME OF PROGRAM); and there will be adequate time and attendance procedures. No less than a ratio of _____ (NUMBER) supervisors per _____ (NUMBER) participants will exist in order to ensure that adequate supervision at the worksite is provided. In addition, all laws and regulations governing the employment of minors in the State of Maryland through the Department of Licensing and Regulation, Division of Labor and Industry, must be adhered to.

Term: This agreement will take effect on _____ (DATE) and terminate no later than _____ (DATE).

Work Activities: The work activities described in the attached Statement of Work will be performed by a maximum of _____ (NUMBER) participants on a scheduled work plan. Should the number of participants or activities of the worksite change, the worksite agency agrees to notify the _____ (NAME OF AGENCY) immediately so that this agreement may be modified.

Supervision: Each supervisor will be provided with training and an orientation session prior to the start of the program by agencies named in this agreement. The supervisor will assign work to each participant and assure that there is sufficient work to keep the youth occupied while at the worksite. The worksite agency and supervisor will be responsible for assuring that there are enough supplies and equipment for participants to perform work in the attached Statement of Work. (If there are ratios of supervisors to participants, this information should be listed in this section.)

Time, Attendance, Compensation: Accurate time and attendance records will be kept by the Worksite Agency and will reflect the time actually worked by the participants. (This section should include information regarding breaks, lunch periods, lateness policies, excused and unexcused absences, behavior warnings, and termination policies. If there are sign in and out procedures, they should also be a part of this section.)

Time and attendance records will be signed at the end of each week by the participants and by the supervisor. (If these records have to be forwarded to the program agency, then the date when this should occur should also be included in this section of the agreement. If participants are to be paid for their services or work, the amount of such payments should be stipulated.)

Monitoring, Evaluation: It is understood that the _____
NAME OF PROGRAM

worksite is subject to monitoring and evaluation by the _____
AGENCY EVALUATION UNIT

Certification: This agreement is made by the parties signing below for the indicated organizations:

_____	_____	_____
FOR THE WORKSITE AGENCY	TITLE	DATE
_____	_____	_____
FOR THE PROGRAM AGENCY	TITLE	DATE

SAMPLE STATEMENT OF WORK

I. Agency Information:

a) Agency Name: _____

b) Address: _____

c) Phone No.: _____

d) Contact Person: _____

e) Type of Agency: _____

II. Participant Information:

a) Total No. of Participants Requested: _____

b) Type of work experience – number of participants for each:

NUMBER	JOB TITLE(S):	SPECIFIC SKILL/AGE (if any)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b) Provide a JOB DESCRIPTION and a WORK SCHEDULE below for each job title:

_____

_____

_____

_____

_____

_____

_____

_____

_____

III. Worksite Information:

a) Where will work activities take place? (If different from agency address given in Section I)

_____

_____

b) Number of supervisors provided by your organization: _____

SUPERVISOR'S NAME:	FOR PARTICIPANT JOB TITLE:	SUPERVISOR'S QUALIFICATIONS:
_____	_____	_____
_____	_____	_____
_____	_____	_____

c) Will supervisor be present at all times? YES ☐ NO ☐
If no, please explain:

_____

_____

_____

d) Equipment needed _____

_____

_____

e) Other (Specify) _____

_____

_____

_____

_____

Date _____ Signature: _____

Title: _____

Orienting New Workers

Orientation is held to help get young workers off to a good start and to give them an idea of what to expect on the job before they begin working. Plan an orientation session to prepare young workers for what will happen on the first day of the job. Include the kind of information that will make them feel comfortable and will help them avoid mistakes. Don't teach specific job skills during orientation; rather, give an overview of the worksite, basic work rules, and expectations. Remember to keep the session fairly short. Too much information can overwhelm young workers.

You can plan orientation sessions for either individuals or groups. Orientation can be part of an interview, a visit to the worksite, or a special meeting held for just this purpose. Be sure to include other staff members from the worksite.

Use the checklist which follows to help you plan your orientation.

ORIENTATION CHECKLIST

The orientation session should provide:

_____ A statement of the purposes, goals, and organization of the work-experience program.

_____ The rules of conduct expected of all employees including rules for job performance, attendance, and time on the job.

_____ Information on the benefits of the job including how and when workers will be paid.

_____ Information on safety and accident procedures.

_____ An overview of the youth's job assignments and how such jobs fit into the business or organization as a whole.

_____ An explanation of the work competencies or skills to be achieved on the job.

_____ A description of the supervisor's role and what assistance can be provided to the worker.

_____ An opportunity for the workers and supervisor to get to know one another.

_____ A chance to have questions answered.

_____ Additional information as needed.

Training on the Job

As a worksite supervisor you will plan and schedule the work to be accomplished each day. Work assignments should be clear. Let your workers know exactly what tasks are to be accomplished, how they can best be done, and the time-frame for completing the work. Job assignments should be made to give employees the opportunity to be successful on the job. Good planning on your part will ensure that tasks are assigned and accomplished in a logical order, as well as help avoid on-the-job problems that arise when workers are idle or not making good use of their time.

When young workers first begin to perform the job on their own, their work should be checked frequently. As they gain skills and become able to function more independently, reduce your supervision but continue to monitor all work on a regular basis. This is done so that you can supply help as needed (even if it has not been requested) and so you can keep small problems from becoming larger ones. Monitoring work also helps when evaluating your employee's performance.

One of your most important responsibilities is teaching young workers to succeed in the world of work. Teaching is a particularly important activity when you are supervising young workers who have not had much work experience and who need to gain both good work habits and job skills. In each training session you plan, focus on specific employment skills. Teach both the skills needed to get a job done, for example, how to use a packaging machine as well as those required for success on the job; for example, cooperative attitudes toward co-workers.

Both you and your students should know exactly what learning is to take place in each training session. Explain what you are teaching, what students should know when the session is over, and why it is important. Before you begin to teach, find out what skills the participants already have. Do not provide training that is not needed.

There are several approaches to teaching work skills. You can lecture, hold a discussion, demonstrate how a task is to be done, or allow students to try the task for themselves. You should choose the training method that seems most appropriate for the job at hand. Often, combining two or more teaching methods is best. You might have to repeat a training session one or more times before a skill is really mastered. Remember, individuals retain about twenty percent of what they hear, thirty percent of what they see, and ninety percent of what they learn by doing.

The five-step instructional plan on the following page presents practical guidelines for a training session.

TRAINING SESSION GUIDELINES*

Step 1. Prepare the youthful worker

Put the youth at ease. Explain what is to be learned and the outcomes of the training session. Describe the task. Explain how it fits into the total job and with the activities of other workers. Find out what the worker knows about the task. Interest the worker in learning to perform it well. Remember that some tasks do not call for high skill levels; some may have dangerous elements; some involve contacts with the public; some require complete accuracy; and some call for coordination with other workers. Each of these is important for helping the youth obtain a positive work experience.

Step 2. Present the task

Perform the task element by element. Tell the youth what you are going to do. If it is not apparent, explain why. Show the youth how to perform the task—one element at a time. Stress the key points. If danger is present, describe it and show how to avoid it. For example, if the youth will be expected to lift a heavy object, describe the danger of back strain and demonstrate the correct way to lift. Instruct clearly, completely, and patiently. Demonstrate no more than the youth can master at one time. Repeat until the youth understands and is ready to demonstrate.

Step 3. Try out performance

Have the youth perform the task, explaining each key point as the task is being performed. Carefully observe the youth's performance and competency.

Step 4. Reinforce competency

Review the youth's performance, reinforcing appropriate behavior and re-demonstrating where the youth did not show understanding or appropriate behavior. Do not, as far as possible, point out what was unsatisfactory, but demonstrate the correct way. Keep repeating steps 2, 3, and 4 until the youth's performance is satisfactory.

Step 5. Follow-up

Assign the youth to the regular task. Encourage questions. Tell the youth whom to go to for help.

*Based on: U.S. Department of Labor. FY81-SYEP monitoring guide

Counseling Employees

Another key responsibility is counseling the young worker. Counseling should begin as soon as the workers start the work-experience program and should continue until they leave. Counseling should include occupational awareness, career motivation, performance appraisal, problem solving, and decision making.

Each worksite has an overall work plan with goals and objectives. Supervisors can assist young workers in understanding how they relate to the overall plan and their role within the larger organization. They can help young employees understand how what they do on the job is important to themselves and their careers, the organization as a whole, and the community. This understanding of the importance of work will give youth pride in their jobs.

Perhaps the central focus of counseling is an ongoing performance evaluation. You should make the young workers aware of the positive elements of their performance and also the deficiencies in their work and how such short-comings can be corrected.

It is possible that a youth may not perform well in a first job assignment. It is important that the supervisor try to gain an understanding of the reasons for poor performance. Such problems may indicate a need to change the work assignment; however, in some instances the assignment will not be one that can be changed. Problems will thus have to be worked out. In such instances it is important that the youth understand the demands of a regular job. Employees who understand the importance of good work habits will get good recommendations and will be able to get and hold jobs.

Periodically youth will approach their supervisor with a grievance. At times young employees are quite unhappy with their work assignments, co-workers, or supervisors and will want to register a grievance. They need to know the proper way for trying to resolve such concerns. If you cannot resolve the grievance to the youth's satisfaction, you should refer the employee to the proper authority.

At times a youth will approach supervisors with personal problems or decisions which are affecting their job performance. You must be careful not to offer advice when additional expertise or involvement in the situation is needed. In such cases, you should refer the employee to the appropriate person or organization for the help needed to resolve the personal problem or to make a decision.

Worksite supervisors also have the responsibility to counsel participants on the advantages of continuing their education or training. Young workers will need counseling on what their personal strengths are, what jobs are available, and where further education and training can be obtained.

Evaluating Performance

The major purpose of evaluation is to help youth improve their work habits and job performance. Additionally, it tells the employer and program staff how much students have learned or identifies areas needing improvement. You are expected to formally observe and evaluate the job competency, behavior, and performance of each youth working for you. Since young workers are extremely sensitive to negative feedback, your emphasis should be on positive reinforcement. Set high but attainable standards and praise improvement.

Youth want to know what is expected of them, how well they are meeting these expectations, and how they can improve. You can satisfy these needs through a performance evaluation. It is important that your evaluation be systematic and planned so that it helps both you and the workers that you supervise. The chart below explains how performance evaluation helps you and young workers.

OUTCOMES OF PERFORMANCE EVALUATION*

For Supervisors

1. Helps you communicate what is expected on the job and how well these expectations are being met.
2. Improves your work plans by helping you to estimate what the youth can accomplish.
3. Determines training needs.
4. Identifies youth who need more instruction.
5. Discovers youth's unused potential.

For Youth

1. Lets them know how they are doing and how they can do better.
2. Assures them that good performance is recognized.
3. Shows them the supervisor's interest in helping them improve their performance.

*Based on: U.S. Department of Labor. **A Manual for Supervisors in SYEP**

There are six basic steps in conducting performance evaluation.

- Determine how well you expect each youth to do the assigned tasks.
- Discuss these requirements with each youth when making the assignment and demonstrating the task.
- Observe the youth's performance, including time and attendance.
- Evaluate job performance, both work skills and habits.
- Discuss the evaluation with the youth using positive reinforcement.
- Take appropriate action.

Each step is explained in detail on the following chart.

PERFORMANCE EVALUATION*

Step 1. Determine how well you expect each youth to do the assigned tasks and what behavior and which habits are required.

Performance requirements describe the quantity, quality, timelines, and the manner of performance necessary to accomplish a job satisfactorily. They are not the same as job descriptions which outline the general duties and responsibilities of a job. Performance requirements indicate how much work should be done and how well it should be done. Written requirements are more useful for you. Clearly described oral instructions are better for youth.

The pertinent elements of performance are behavior, work competencies, and work products.

Behavior includes willingness to work, following instructions, punctuality and attendance, cooperation, acceptance of responsibility and response to supervision. **Work competencies** include possession of the knowledge required for satisfactory performance; skill in using one's hands and head to employ knowledge, tools, equipment, forms, etc., in performing assigned work; ability to work with and relate to other people in the course of work; and judgment to make good decisions. **Work products** or the actual work being produced by the youth, whether it is a service for someone or a tangible work product such as a repaired appliance, are an important part of evaluation. The measures of work products are both quantity and quality. Discuss your performance standards with your superiors before applying them.

Step 2. Discuss performance requirements with the youth.

Discuss assignment and demonstration of the tasks to be performed; the standards should be discussed with each youth. While it is desirable to adjust standards to each youth's capabilities, beware of using greatly different standards for each youth. It is important, however, to obtain acceptance for the standards as fair and appropriate.

Step 3. Observe youth performance.

In your daily contact with youth observe their performance and note situations that call for action on your part. These include good and poor behavior, commendable and weak performance, and inability to perform certain tasks acceptably (indicating need for further instruction).

Step 4. Evaluate youth performance.

In measuring each youth's performance you must have a good idea of what constitutes "less than satisfactory," "satisfactory," and "excellent" work behavior, competencies and products. Rating scales can include "excellent," "adequate," "good," or "poor," or any information that is easily understood. The information that rating scales provide lend themselves to analysis. A bit of caution is necessary when considering a rating scale. Sometimes there are absolute standards, such as the number of correct lines typed during the day. Sometimes there are not absolute standards. It is then necessary to develop comparative standards. It may be necessary to identify a youth whose performance you consider to be "satisfactory" and use that as a comparison standard for evaluating the performance of others. Evaluation of performance can also be determined by listing the job tasks that the student has learned to perform on the site. This listing should indicate whether the student can perform independently or with assistance.

Evaluation forms should be shown and explained to youth during orientation. A form for guiding and recording your evaluation is provided on page 18.

The youth should also be explained how the job tasks, behavior, and attitudes expected on the job relate to the evaluation form. If a problem develops on the job, a supervisor can relate the situation, either work-related or behavioral, back to the form and the previous orientation and ask for improvement or provide training to increase proficiency. If a youth performs well and shows a good attitude, referencing the work to the section of a form provides positive feedback. Besides a rating, supervisors are often asked to provide supportive comments on the youth assigned to the particular site. A good supervisor evaluates work based on a direct and frequent observation of the work being performed.

Step 5. Discuss the evaluation with each youth.

Performance should be discussed with each youth at least once a week to provide timely feedback and appropriate reinforcement. As far as possible:

- pick a place and time where you can be alone with no interruptions
- keep your eye on the target—improving behavior and performance—not pinpointing poor performance
- build on strengths not weaknesses, praise whenever appropriate
- encourage questions and interest in improving performance
- listen for problems, difficulties and suggestions, above all listen
- don't argue about standards and level of performance or make individual comparisons
- encourage attempt to improve performance.

Step 6. Take appropriate action.

Evaluating performance is useful only to determine action to bring about improvement. Some actions which might result from a performance evaluation are:

- assisting youth in carrying out a self-improvement program
- providing youth with guidance, counseling, training and encouragement
- changing the youth's assignment
- restructuring duties and tasks to improve opportunities for development
- rewarding and recognizing high-level performance.

*Based on: U.S. Department of Labor. **A Manual for Supervisors in SYEP.**

SAMPLE YOUTH EVALUATION

Youth: _____ Date: _____

Supervisor: _____ Site: _____

AREA	excellent	adequate	improvement needed	unsatisfactory	COMMENTS
ATTENDANCE/PUNCTUALITY:					
Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					
APPEARANCE:					
Dresses appropriately					
Grooms appropriately					
TASKS PERFORMANCE:					
Prepares tools and materials for work					
Finishes first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and makes corrections					
OTHER:					
Behavior and attitude toward others: co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					

Youth Signature _____ DATE

Worksite Supervisor Signature _____ DATE

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